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TRAVELS OF PAUL

MELVIN JACKSON

Travels of Paul

A COURSE OF STUDY FOR BOYS' BIBLE CLASSES

By

MELVIN JACKSON

Introduction by

PROFESSOR W. G. BALLANTINE

THE LIBRARY OF CONGRESS

TEACHERS' EDITION

New York:
The International Committee of Young Men's
Christian Associations.
1903.

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INTRODUCTION.

By W. G. Ballantine, LL. D.

The life of Paul is peculiarly suited for Bible class work with boys. It is in the highest degree dramatic. The scenes are laid in all the chief centers of interest in the Roman world—Jerusalem, Damascus, Antioch, Ephesus, Athens, Corinth, Rome. The actors are of every nation and rank—Jewish rabbis, Roman officers, Greek philosophers, Christian martyrs, soldiers, sailors, craftsmen. There are adventures by land and sea, conspiracies, mobs, trials at law, imprisonments, escapes, flights and a most vividly portrayed shipwreck.

No book in the Bible calls for so much illustration by pictures and maps as does the book of Acts. In order to understand Paul's circumstances the student must understand the Pharisee in his fanatical devotion to Jerusalem and its splendid temple and venerable law, the Roman in his imperial pride and hardness, the Greek in his elegant culture and moral weakness, the common people of the empire in their ignorance and degradation.

Every one of these impressive scenes and thrilling incidents brings out some grand

quality of Paul—his unselfishness, his courage, his intellectual keenness, his eloquence, his lofty purpose. All together they exhibit Christianity in contrast with every type of character in the then known world. What Jew and Roman and Greek needed was just what Paul had—the gospel. Without that, religion was an empty form, military power but brute force, and philosophical culture mere elegant trifling —a veneer for moral rottenness.

The following course of lessons strikes me as very skillfully prepared for the end in view. In the hands of earnest teachers it cannot fail both to arouse enthusiasm in the study of history and to impress upon the minds of the boys the infinite superiority of Christian character.

PREFACE—TO THE TEACHER.

The Aim.

The aim of this course is to bring out the heroic qualities in the life of Paul and it is designed for boys from fourteen to sixteen years of age.

Students' Lesson Sheets.

One of the new features in this course is the use of weekly lesson sheets by the students. These sheets, one for each lesson, are put together in such a way that they can be easily detached. The leader should hand them out, one each week, in advance, making such additional suggestions to the students as will add to their effectiveness. Special emphasis should be laid upon the use of the daily readings. Accompanying these sheets are outline maps of Palestine and the Roman Empire. It will add to the interest of the work if the students fill in the names of the places on these maps, and in connection with the journeys of Paul trace in each journey on a separate map. The leader should see that every student has a set of the lesson sheets. It is suggested that

they be pasted in the note-books after the sessions of the class.

Note-Books.

Each member of the class should be provided with a movable leaf note-book. The most convenient size for the use of this course is 7 x 9 inches. The book should contain about 100 sheets of smooth unruled paper bound together with two or three brass fasteners. This makes a note-book to which additional information may be added by simply loosening the brass fasteners and inserting the new pages at the desired point. At the beginning the book can have any good strong paper for a cover, but at the end of the course the boys should design a cover for permanent use.

In general it is better to have the pupils prepare the books at home as they will copy the notes in better form and take more pains to find and paste in pictures and diagrams.

Pictures.

Each place mentioned in the lessons should, if possible, be represented by a picture. Where pictures of the ancient city cannot be secured, pictures of the modern city should be used. Small maps with the different journeys traced in red ink and diagrams of build-

ings should also be placed in the book. Under "Suggestions" in each lesson will be found a list of pictures appropriate to that lesson.

Many of these pictures and diagrams can be secured from old Sunday-school quarterlies and papers; also from old books to be found in almost every home. The boys will take keen delight in looking for such pictures.

Copies of classical pictures and famous paintings which will be of use in the notebooks can be secured from such firms as the following: The Perry Picture Company, Malden, Mass.; W. A. Wilde Publishing Company, Boston, Mass.; Baptist Publication Society, Philadelphia, etc.

Maps.

Constant use should be made of a large wall map. Small relief maps can be secured upon which the boys can trace the different journeys of Paul. These small maps can be secured from the Central School Supply House of Chicago, or from William Beverly Harison, New York City. It will also add very much to the efficiency of the course to have the boys make two or three paper pulp maps during the course. For example, Lessons III., IX., XXII.

In the Class Room.

As successful teaching depends upon keeping the boys busy, the teacher should expect them to copy the outline as it is placed upon the blackboard. (This may be in rough form only, to be drawn more accurately in work at home.) As the teacher places the outline on the board he should explain all points, calling upon the class to read all references. Where the reference is long, let each boy read a verse.

It is assumed that the teacher has not only read all of the passages himself during the week, but also has looked up the historic places and followed the Daily Readings.

Reviews.

Each lesson should begin with a short review of the previous lesson or lessons. It will be found very helpful to place upon the blackboard an outline map (without names) of the countries around the eastern end of the Mediterranean sea and have the boys fill in the journeys, supplying the names of the places visited.

Bibliography.

The following books have been consulted in preparing these lessons and are referred to

from time to time by the initials printed after each one:—

Conybeare and Howson's "Life and Epistles of St. Paul."—C. & H.

Dr. Farrar's "The Life and Work of St. Paul."—F.

Rev. F. J. Goodwin's "A Harmony of the Life of St. Paul."—G.

Robert E. Speer's "The Man Paul."—S.

Rev. J. Stalker's "The Life of St. Paul."—St.

"The People's Bible Encyclopædia."—Enc.

George L. Weed's "Life of Paul for the Young" will be helpful in suggesting pictures and Robert Bird's "Paul of Tarsus" will be a valuable aid in preparing the lessons.

TRAVELS OF PAUL.

LESSON I.

At Home in Tarsus.

1. Born in Tarsus. Acts 9: 11, 21: 39, 23: 34. (About 2 B. C.)
2. Tarsus.
   - *a.* Situated on the river Cydnus which flows cool from the snows of Mt. Taurus. (See Xenophon's Anabasis, 1: 2, Sec. 23.)
   - *b.* Surrounded by broad plains which are covered with haircloth tents at harvest time.
   - *c.* A great trading, shipping and educational center.
   - *d.* Large marble wharves. (12 miles up the river from the sea.)
     Antony and Cleopatra's ships met here.
3. Relatives.
   - *a.* Both parents Hebrews. Phil. 3: 5; Rom. 11: 1; II. Cor. 11: 22.
     Israelite—tracing descent from Jacob.
     Hebrew—tracing descent from Jacob and speaking Hebrew.
     He never mentions his mother and only alludes to his father.
   - *b.* His father a Roman citizen. Acts 22: 28. (Meaning of Roman citizenship.)
   - *c.* Had a sister. Acts 23: 16.
   - *d.* Other relatives. Rom. 16: 7, 11, 21.

4. Training as a boy.
   a. Circumcised on the eighth day and named Saul. Phil. 3 : 4, 5.
   (Paul very likely his other name.)
   b. Knew the Scriptures. Phil. 3 : 6; Gal. 1 : 14.
   c. Learned the trade of tent making. (St., page 26.)
   All Hebrew children were taught a trade.
   d. His father an example of staunch religious practices, wearing broad phylacteries. II. Tim. 1 : 3; Acts 23 : 6. (Also St., page 23.)
   e. Went to school in the synagogue.
   f. Daily surroundings.
   Saw traders of all nations, and heard Greek as the common language.
   Familiar with Roman soldiers and ships.

Suggestions.

Paul's success in his life work was due in large part to two elements in his home training: viz., he was taught a trade and learned the traditions of his people. At the same time he received a good training from his contact with the various peoples doing business in Tarsus.

As this is the first lesson, special attention should be given to the note-books of the boys. Neglect of this point will mean poor work on the part of the boys throughout the course. Secure a good supply of pictures of Tarsus, Roman soldiers and ships, Hebrews with phylacteries, etc., and give out to the members of the class. (See preface for suggestions as to how to get pictures.)

Special attention should also be given to the use of the Daily Reading sheets. Get the boys to see the use of the sheets, as they will aid them in getting

the full benefit of the class session. It is absolutely necessary that the teacher follow these daily readings with care and much prayer, if the class is to be a success.

Give out map with student's sheet for lesson II.

References: C. & H., pages 29-48; F., pages 1-23; S., chapter I.

LESSON II.

Goes to College in Jerusalem.

1. Sent to Jerusalem when about 13 years of age. (C. & H., page 48.)
2. Some incidents of the journey. (C. & H., page 50.)
   - *a.* Found heathen temples in other places than Tarsus.
   - *b.* Saw idols of wood and stone in the cities and towns, also in the groves and by the roadside.
   - *c.* Passed many historic places.
   - *d.* Impressed by the hatred of the Hebrews for the Romans, and the Roman's dislike of the Hebrews.
3. Jerusalem.
   - *a.* Made the political and religious center of Palestine by David.
   - *b.* Solomon's temple.
     Besieged seventeen times.
     Twice razed to the ground.
     Twice its walls were destroyed.
   - *c.* At this time it was very much Romanized.
     Roman soldiers and buildings on every side.

4. In Gamaliel's school.

   a. Gamaliel.
   A Pharisee. Acts 5 : 34.
   Greatest teacher of the time. (Enc.)
   Defender of Peter. Acts 5 : 34-40.

   b. The Scriptures and the Talmud were the text-books.

   c. Peculiar methods of teaching.
   The pupils sat in a semi-circle about the teacher and asked questions.

   d. Paul was very likely a student in Jerusalem when Christ was a boy at Nazareth.

5. His religious training.

   He was brought up a Pharisee. Acts 23 : 6, 26 : 5; Phil. 3 : 4.

   Pharisees :—
   Believed in the resurrection of the body.
   Were formal in religious duties.
   Worked hard for proselytes.
   Fasted often.
   Made long prayers in public.
   Gave liberally and were mostly poor.

   Sadducees :—
   Did not believe in the resurrection of the body.
   Held to the moral tenets of the law instead of to its letter.
   Made few proselytes and were mostly rich.

6. Returns home for a few years.

Suggestions.

This lesson affords the opportunity of bringing out the formalism and narrowness of the Jews. They searched the Scriptures but did not find their deepest truths. They failed to see the spirit of the

law. A standing illustration of the necessity of a heart belief to avoid the hollowness of a merely intellectual religion.

Picture to the boys the thoughts that must have come to Paul as he traveled down to Jerusalem through the country made famous by the battles of the Israelites. Note Mt. Carmel, Jacob's well, and many other places sacred to every Hebrew.

Pictures:—Jerusalem (Ancient and Modern), rabbis, roll of law, priests, altars, temple, and a diagram of the same with its school.

References:—C. & H., pages 48-59; F., 23-46.

LESSON III.

Memorable Trip to Damascus.

1. Becomes a persecutor.
   - *a.* Present at the trial and stoning of Stephen. Acts 7:57, 58, 8:1, 2, 22:20.
   - *b.* Made a member of the Sanhedrin. Acts 26:10.

     The Sanhedrin. Its formation and powers.
   - *c.* Laid waste the church. Acts 8:3, 22:4, 19, 26:9-11.

     Its members scattered. Acts 8:4, 11:19-21.
   - *d.* Asks for letters to Damascus. Acts 9:1, 2. 22:5.
2. Damascus.
   - *a.* Oldest city in the world.
   - *b.* Known in Abraham's time. Gen. 14:15, 15:2.

c. Situated in the midst of a desert.
d. Mercantile center. Ezek. 27 : 18.
e. Important in Jewish history.
Garrisoned by David. II. Sam. 8 : 1 ; I. Chron. 18 : 6.
Opposed Solomon. I. Kings 11 : 24, 25.
Home of Naaman, the leper. II. Kings 5 : 1-17.
f. Conquered by Alexander.
g. Afterwards occupied by Pompey.
h. Center of Mohammedan world.
i. City of rose gardens and fountains.

3. Turning point in his life. Acts 9 : 3-19, 22 : 5-16, 26 : 12-20.

a. A mid-day vision.
b. Blind.
c. Conversation with Christ.
d. Fasts three days.
e. Ananias comes to him.

4. Preaches for the first time. Acts 9 : 20-22, 26 : 19, 20.

5. How he looked upon his past life. I. Cor. 15 : 9; Gal. 1 : 13, 22-24; I. Tim. 1 : 13.

Suggestions.

In this lesson we get our first glimpse of the heroic side of Paul's life. We see him stolidly witnessing the murder of Stephen and zealously hunting for Christians to cast them into prison. His persistent persecutions made him popular with the masses and the rulers, yet when shown his error, he at once turned and took up the side of those he had persecuted, knowing that that move made every consistent Hebrew his enemy. He took the side of the

few against the many; took dishonor rather than honor. Such transformations of character are the highest proof of the truth of Christianity.

Pictures:—Damascus, road to Damascus, Damascus house with its court-yard and fountain, camel train, etc. Also reproductions of such paintings as "The Stoning of Stephen," and "Paul's Conversion." (See W. A. Wilde and the Perry Picture Company's catalogues.)

A sand or paper pulp map can be used with advantage in this lesson.

References:—C. & H., pages 59-89; F., pages 76-115; S., pages 27-32; St., chapter III.

LESSON IV.

Two Plots Against His Life.

1. The first plot at Damascus and how he escaped.
   - *a.* Those disappointed in Paul form the plot. Acts 9: 21-23.
   - *b.* Plotters watch day and night. Acts 9: 24.
     Military forces at city gates. II. Cor. 11: 32.
     Motive furnished by his own countrymen.
   - *c.* The escape.
     Paul knew of the plot. Acts 9: 24.
     Let down from the wall in a basket. Acts 9: 25; II. Cor. 11: 33.
     Rahab let down the spies. Joshua 2: 15.
     David escapes Saul. I. Sam. 19: 12.
2. Visits Arabia, then returns to Damascus. Gal. 1: 15-17. (St., pages 51-53.)
3. Back to Jerusalem. Gal. 1: 18.
   - *a.* The disciples afraid of him. Acts 9: 26.

b. Friendship of Barnabas. Acts 9: 27.

4. The second plot in Jerusalem.
   a. Caused by his fearless preaching. Acts 9: 28, 29.
   b. Warned by a vision. Acts 22: 17-21.
   c. Flees to Cæsarea. Acts 9: 30.

5. Back in Tarsus.
   He preaches in the cities of Syria and Cilicia. Gal. 1: 21-24.

6. The church has a period of undisturbed growth. Acts 9: 31.
   Their chief persecutor their best friend.
   Their enemies have lost their most active agent.

Suggestions.

Help the boys to imagine the feelings of Paul when informed that his own people, the Hebrews, were searching for him and that the military forces were guarding the gates of the city to prevent his escape as if he were a criminal of the worst type. What a test of his new faith.

It took heroism, unsurpassed in military annals, to meet this condition. But that was not all, he returned to preach not only in Damascus but also in Jerusalem, the very center of the persecutions of the Christians. How many of us would do the same thing? He who was the persecutor is now himself persecuted.

Pictures:—City walls, military guards, Arabian desert, escape in basket, a secret meeting place of the Christians, etc.

References:—C. & H., pages 89-109; F., pages 115-137.

LESSON V.

He Works One Year in Antioch.

1. Takes up work in a large city.
   Goes to help Barnabas in Antioch. Acts 11: 25, 26.
2. Antioch.
   a. Mythology of its founding.
   b. Metropolis of the Greek kings of Syria.
   c. Residence of Roman governors.
   The city full of Roman baths and aqueducts.
   d. Beautiful climate.
   This attracted the luxurious Romans and they in turn attracted commerce.
   e. Beautiful houses and gardens.
   Visited by poets, admired by emperors.
   f. Center of Oriental rabble.
   Hence full of astrologers and fakirs.
   g. Generals died there.
3. Events in Antioch.
   a. Preaches one year. Acts 11: 28.
   It is about five years since he fled from Jerusalem.
   b. Christians so called for the first time. Acts 11: 26.
   c. Prophecy of Agabus. Acts 11: 27, 28.
4. The church begins to have trouble.
   a. Famine. (A. D. 44.)
   Antioch sends aid to Judæa by Paul and Barnabas. Acts 11: 29, 30.
   b. Herod Agrippa begins persecutions. Acts 12: 1.
   Grandson of the Herod who killed the innocents.

Kills James. Acts 12 : 2.
Imprisons Peter. Acts 12 : 3, 4.
Death of Herod at Cæsarea. Acts 12:20-23.

5. Paul and Barnabas return to Antioch. Acts 12 : 24-26.
Mark returns with them.

Suggestions.

Antioch was a city of fashion. Its people were given to sensuality and heartless pleasures. These luxurious orientals with their many gods and selfish indulgences present a strong contrast to the generosity and fellowship of the Christians. It was no easy task to get these people to receive the gospel of Jesus Christ.

When it came to taking aid to the Christians in Jerusalem, Paul might have asked to be excused, as he had last left that city in a hurry in order to save his own life, but he made no such request because the lives of some of his fellow Christians were at stake.

Pictures :—Antioch, Roman baths, aqueducts, coins, early Christians, Herod Agrippa, etc.

References :—C. & H., pages 109-120; F., pages 160-183; St., chapter V.

LESSON VI.

Travels With Barnabas Through Cyprus.

1. How they came to go.
   a. Called by the Holy Ghost. Acts 13 : 1, 2.
   b. Sent by the church at Antioch. Acts 13 : 3.

2. Reasons for going to Cyprus.

   a. Short distance.
   The mountains of Cyprus can be seen from the Syrian shore.

   b. Many ships going back and forth.

   c. Home of Barnabas. Acts 4: 36.
   Also of Mark, their attendant. Acts 13: 5.

   d. Many Christians there. (See lesson III., 1, *c.*)

3. A short sail.

   a. They walk to Seleucia. Acts 13: 4.

   b. They reach Salamis by boat. Acts 13: 4.

   c. Salamis.
   A large city on a fertile plain.
   Once Greek capital of the island.

   d. They preach in the synagogue. Acts 13: 5.

4. From Salamis to Paphos.

   a. Take a one hundred mile walk to Paphos. Acts 13: 6.

   b. Paphos.
   Surrounded by high mountains.
   Caves in the mountains used for dwellings and tombs.
   A meeting place for orientals.
   Mythological landing place of Venus.

   c. Called before Sergius Paulus. Acts 13: 7.

   d. A dramatic incident.
   A sorcerer opposes Paul. Acts 13: 8.
   Elymas made blind. Acts 13: 9-11.

   e. Saul becomes Paul. Acts 13: 9. (See lesson I.)

   f. The deputy believes. Acts 13: 12.

Suggestions.

Much can be made of the dramatic scene in the palace of Sergius Paulus. Three men, who have walked the whole length of the island and are just from the great city of Antioch, by special invitation are explaining the Word of God to the deputy. The court sorcerer, who sees signs of losing his easy job, keeps interfering with Paul as he speaks. At last Paul turns and with a few scathing words lets all see the power of God. Paul was a stranger to the governor, yet he had the courage to rebuke the friend of the governor before his royal seat.

Victory is given to Paul. The deputy believes. As far as we know this is the first convert won on this the first missionary journey. When the Lord is on our side we are sure of victory.

Pictures:—Seleucia, Salamis, Paphos, Roman officer, ancient ship, and views of the island of Cyprus.

References:—C. & H., pages 121-141; F., pages 189-200; St., pages 77-85.

LESSON VII.

Adventures in Asia Minor.

1. They sail to Asia Minor.
   - *a.* Land at Perga in Pamphylia. Acts 13: 13.
   - *b.* John (Mark) returns to Jerusalem. Acts 13: 13.
   - *c.* Perga contained a large temple of Diana.
2. A mountain climb.
   - *a.* Over the mountains to Antioch of Pisidia. Acts 13: 14.

b. "Perils of rivers," "Perils of robbers." II. Cor. 11:26.

c. Preaches in the synagogue at the request of the rulers. Acts 13:15-41.

d. Preaches to the Gentiles at their request. Acts 13:42-49.

e. Expelled from the city. Acts 13:50.

3. They journey eastward.

a. They come to Iconium. Acts 13:51, 52.

b. Iconium.
On a vast plain.
Once the Turkish capital.

c. They preach and many believe. Acts 14:1-3.

d. Driven out of the city. Acts 14:4, 5.

4. Their dangers increase.

a. They flee to Lystra. Acts 14:6.

b. The gospel preached. Acts 14:7.

c. Cripple healed. Acts 14:8-10.

d. Taken for gods. Acts 14:11, 12.
Strange ideas of the people about the gods.

e. They explain to the people. Acts 14:14-18.

f. Stoned and cast out of the city as dead. Acts 14:19.

g. Timothy converted. I. Tim. 1:2, 18; II. Tim. 2:1, 3:10, 11.

5. They work in peace.

a. The Word is preached in Derbe. Acts 14:20, 21.

b. Many believe.

Suggestions.

The strenuous life of Paul is shown in this lesson as he climbs over snow-capped mountains to preach the Word. He continues to preach when driven from city to city.

Bring out the dramatic action of this lesson and let it show the heroism of Paul. It would have been easy to have let the people of Lystra continue to think them gods and to have had a fine time at the expense of their ignorance. It took courage to undeceive them and face an angry mob, and even death itself. The boys should leave the class after this lesson determined to be like Paul in courage and fidelity.

Pictures:—Mountain roads and passes, Iconium, Jupiter, Mercury, ancient altars, Paul and Barnabas at Lystra. (Perry pictures.)

References:—C. & H., pages 141-175; F., pages 203-218.

LESSON VIII.

Returns to Antioch.

1. A perilous journey.
   - *a.* They travel back through Lystra, Iconium and Antioch of Pisidia. Acts 14:21.
   - *b.* The churches strengthened. Acts 14:22, 23; II. Tim. 3:10, 11.
2. They delay on the coast.
   - *a.* Again in Perga. Acts 14:25.
   - *b.* Perga.
     Situated on a very important bay of Asia Minor.
     The scene of many battles.
     Shepherds pasture their sheep among these ruins.
   - *c.* Preached the Word. Acts 14:25.
   - *d.* Take boat at Attalia.
     This city was visited by the Crusaders under Conrad and Louis.

3. End of the first long journey.
   a. They come to Antioch. Acts 14:26.
   b. Tell the church of their experiences. Acts 14:27, 28.
   What God had done with them.
   Door of faith opened to Gentiles.
   Remained for some time.

4. Controversy in the church.
   a. Question at issue. Acts 15:1.
   b. Paul and Barnabas sent to Jerusalem. Acts 15:2.
   Preached on their way. Acts 15:3.
   c. Tell the church at Jerusalem of their labors. Acts 15:4.
   d. Before the council. Acts 15:12.
   e. Decision of the council. Acts 15:22-29.
   f. They report to the church at Antioch. Acts 15:30-33.
   All rejoice at happy settlement of the difficulty.

Suggestions.

The heroism of Paul in going back through Lystra, Iconium and Antioch, preaching the same gospel as at first, is an example of bravery unsurpassed by any deeds of daring recorded in history. The robbers, avalanches and cold of the mountain trip would have turned back timid men, but not Paul. He did not stop for the hardest thing of all, viz., *persecution.*

After reaching Antioch, Paul does not go home to Tarsus or to some other place for a vacation, but plunges into the work there with his old time vigor.

In this lesson it will be well to bring out the contrast between the spiritual freedom of Christianity and the Jewish emphasis on external rules.

Pictures:—Perga, Temple of Diana, Crusaders, ruins, Jewish sects and council. Also a map of this journey traced in red ink.

Give out map with student's sheet for Lesson IX.

References:—C. & H., pages 175-202; F., pages 218-254.

LESSON IX.

Walks Through Asia Minor.

1. Paul and Barnabas separate.
   - *a.* They quarrel, Mark being the cause. Acts 15: 36-39.
   - *b.* The difficulty settled the best way possible. Acts 15: 39.
2. Paul takes an eight hundred mile walk.
   - *a.* Silas goes with him. Acts 15: 40.
   - *b.* Visit churches of Syria and Cilicia. Acts 15: 41.
     Traveled by Roman roads.
   - *c.* They go through the country covered by Alexander the Great, Darius and Cyrus.
     May have gone through the Cilician gates. Anabasis 1: 4.
   - *d.* The cities were full of evidences of idol worship. I. Thess. 1: 9; I. Cor. 12: 2, 8: 4.
   - *e.* Goes to Lystra and Derbe. Acts 16: 1.
     Timothy ordained. II. Tim. 1: 6.
     Timothy joins the little company. Acts 16: 3.
     Delivered the decrees of the Council. Acts 16: 4, 5.
   - *f.* They preach through Phrygia and Galatia,

but could not enter the province of Asia. Acts 16:6.

g. Led past Bithynia and Mysia. Acts 16:7, 8.

h. They come to Troas. Acts 16:8.
Vision of Macedonian man. Acts 16:9.

3. Paul shows an element of his character.

a. Immediately he sought to go to Macedonia. Acts 16:10.
He obeyed the Lord's call.

b. Sails to Neapolis. Acts 16:11.
The seaport of Philippi.

Suggestions.

This lesson at the first may seem to lack the heroic element, but a closer study will reveal it rich in true heroism. In order to bring out the strong points of the lesson it will be necessary to make free use of the map in the class room.

As Paul and his little company of workers go from place to place the boys should see the difficulties they encounter, also they should have a good idea of their experiences. Let them imagine what they would see, hear and experience on the same journey. Bring out forcibly the hardships of the journey.

The first two hundred miles gave them many opportunities to preach, but the remaining six hundred must have been a testing time for them. As they crossed hot plains, climbed rugged mountains, sleeping in all sorts of places with only now and then a chance to proclaim the truth, it must have tried their faith. (Remember that the vision came at the end of the journey, not the beginning.) It at least brought out the "never give up" element in Paul's character.

You can dwell at length upon the vision of the

Macedonian man and the promptness of Paul's effort to obey the summons.

Pictures:—Travelers, snow-capped mountains, public resting places, etc.

References:—C. & H., pages 215-250; F., pages 254-273; St., pages 85-99.

LESSON X.

In Philippi.

1. Paul goes into Macedonia.
   - *a.* Arrives at Philippi. Acts 16: 12.
   - *b.* Philippi.
     Situated ten miles inland from Neapolis.
     Founded by the father of Alexander the Great.
     Military center with the Greeks and Romans.
     Scene of the last battle of the Republicans under Brutus and Cassius.
     A Roman colony.
2. The gospel in Europe.
   - *a.* Paul and his friends find the place of prayer. Acts 16: 13.
   - *b.* Lydia, a seller of purple. Acts 16: 14.
     The first convert in Europe.
     They abide in her house. Acts 16: 15.
   - *c.* Casts evil spirit out of a maid.
     She follows him many days. Acts 16: 16-18.
     Paul commands the spirit to leave her. Acts 16: 18.
   - *d.* Results of his kindness.
     Arrested unjustly. Acts 16: 19-22.

Beaten unjustly. Acts 16: 22, 23.
Imprisoned unjustly. Acts 16: 23, 24.

e. Prison experience. Acts 16: 25-34.
Prayed and sang praises unto God.
Earthquake.
Doors opened and shackles broken.
Conversion of the jailer.

f. He humbles the magistrates. Acts 16: 35-39.

g. Comforts instead of receiving comfort. Acts 16: 40.

Suggestions.

This lesson is strong in dramatic action. Appeal to the imagination of the boys. Get them to see Paul and Silas as they go about preaching, the maid following and crying out, "These men are the servants of the most high God." Then picture them in the hands of the mob, unjustly tied to posts and flogged until their backs are all cut and bleeding. Let them see the inner prison and its horrors.

To get the full significance of the prison scene, you should bring out the cruelty of the Romans and their ideas of suicide, also the meaning of Roman citizenship.

The great point of this lesson is that Paul demands his right as far as the law is concerned, then with all the discomforts of a wounded back, while far from home, receives no consolation, but on the contrary cheers up those who are discouraged by the persecutions. A splendid illustration of the spirit which made the church at Philippi so strong.

Pictures:—Philippi, Roman armor, Roman soldiers and prison, shackles, whipping post, etc.

References:—C. & H., pages 251-271; F., pages 273-285.

LESSON XI.

Trouble in Thessalonica and Berea.

1. Makes a rapid journey.
   - *a.* From Philippi to Amphipolis. Acts 17 : 1.
     Through an important and beautiful pass, thirty-three miles.
   - *b.* From Amphipolis to Apollonia, thirty miles.
   - *c.* From Apollonia to Thessalonica, thirty-seven miles.

   The whole journey made upon Roman roads.
2. In Thessalonica.
   - *a.* The city.
     Resting place of Xerxes.
     Chief city of Macedonia.
     Place of exile of Cicero.
     Antony and Octavius here after the battle of Philippi.
   - *b.* Preaches in the synagogue as was his custom. Acts 17 : 2-4.
     Many believe.
   - *c.* Dwells with Jason. Acts 17 : 5.
   - *d.* The house of Jason mobbed. Acts 17 : 5.
     Paul and Silas escape. Acts 17 : 6.
   - *e.* Crafty accusations. Acts 17 : 6-8.
   - *f.* Jason gives security. Acts 17 : 9.
3. In Berea.
   - *a.* They go by night to Berea. Acts 17 : 10.
     This keeps Jason from further trouble.
   - *b.* They visit the synagogue. Acts 17 : 10.
   - *c.* A contrast between the people of Berea and Thessalonica. Acts 17 : 11.
   - *d.* Men and women believe. Acts 17 : 12.
   - *e.* More trouble. Acts 17 : 13. Caused by enemies from Thessalonica.

Suggestions.

Paul left Philippi suddenly and after a three weeks' stay in Thessalonica slipped out of that city by night, then his friends start him out of the country by boat. These events do not show Paul to be a coward. On the other hand they bring out the unselfishness of the man. In every case he left the city to free his friends from persecution brought upon them by his preaching. True he was sore from his beating at Philippi, but we cannot believe that he left one of those cities as long as he thought that he could do any good. He established a church in each city, hence his journey was a journey of victory.

In contrast to the attitude of the mobs in these cities bring out the nobility of an honest search for truth.

It may also be of profit to remind the boys that this is not the first time that Paul's enemies have followed him, nor is it the last.

Pictures:—Thessalonica, Berea, court scene, night escape, mountain scenery, Roman roads, Cicero, Antony and Octavius, etc.

References:—C. & H., pages 271-294; F., pages 285-295.

LESSON XII.

Honored by Men of Athens.

1. Paul again takes ship.
   a. Sent away from Berea. Acts 17: 14.
   Silas and Timothy remain.
   Other friends went with him. Acts 17: 15.

b. Takes a boat near the foot of Mt. Olympus. Home of Homeric gods.

2. In the center of Greek culture. Athens.

a. An historic city.
Golden age of Pericles.
Areopagus and Acropolis.
The Agora or market place.
Long walls to Piræus.
Historic battle of Salamis.
Greek religion.
Deification of human passions. (Love, piety, etc.)
Many statues of gods.

b. Paul's previous preparation to meet these conditions.
Greek culture in Tarsus.
Education in Jerusalem.

c. Makes his mission known.
His spirit provoked by sight of idols. Acts 17 : 16.
Disputes in the synagogues and in the market place. Acts 17 : 17.
Stoics—unmoved by joy or pain.
Epicureans—given to luxury.

d. He preaches by request on Mars hill. Acts 17 : 22-31.
Proclaims unto them the "Unknown God."
God not like unto gold, silver, or stone.
Call to repentance.

c. Results of his preaching. Acts 17 : 32-34.

Suggestions.

If Paul was ever discouraged it must have been here at Athens. He was alone in a strange city. A small number believed him. Some scoffed while

others said, "We will hear thee again of this matter." The cultured indifference of the Greeks presents a strong contrast to Paul's spiritual earnestness.

Stimulate the imagination of the boys to see Paul as he walks the streets of this famous city. His spirit must have been stirred within him when he saw all the magnificent statues and other works of art devoted to strange gods. How empty is all culture when it lacks the elements of love for our Lord and King, Jesus Christ!

Pictures:—Mt. Olympus, Athens and any of its historic places, but especially the market place and Mars hill. Other pictures showing Greek forms of architecture should be used.

References:—C. & H., pages 299-332; F., pages 295-313.

LESSON XIII.

Review.

The success or failure of a review depends upon the teacher.

1. Use a stereopticon if you have one. Let the class describe the pictures and tell of the adventures. If one boy fails in his part let the other boys help him out.

2. Have two or three outline maps of the countries at the east end of the Mediterranean sea on the blackboard and have the boys trace upon them the different journeys thus far studied.

3. Bring out the dramatic elements of the lessons and the heroic part of Paul's life. Get the effect of

an accumulation of these events and you will have a hero that will outshine any hero literature has given them.

4. During the previous week distribute among the members of the class some questions similar to the following:—

a. How many times did Paul visit his home city after he first left it?

b. How many times was he in danger from mobs?

c. How many plots were made against his life?

d. What do you see in Paul to admire?

e. Where did he show the greatest courage? Why?

5. Have the note-books handed in and let each scholar see what the others are doing.

6. Have the members of the class invite some of their boy friends. Invite their parents to be present.

7. Give out map with student's sheet for Lesson XIV.

LESSON XIV.

Works at His Trade.

1. He departs from Athens.
   - *a.* Visits Corinth. Acts 18: 1.
   - *b.* Some facts about Corinth.
     - A commercial city.
     - An important military post.
     - Noted for its shipyards.
     - Mythology of the ship Argo.
     - Vast wealth.

Destroyed by Romans and rebuilt by Julius Cæsar.

Paul entered this new city.

2. Works and teaches for nearly two years.
   - *a.* He dwells with Aquila and Priscilla and works at his trade. Acts 18: 2, 3.
   - *b.* Speaks every Sabbath. Acts 18: 4.
   - *c.* Silas and Timothy rejoin him. Acts 18: 5.
     Writes two letters to the Thessalonians.
   - *d.* Opposition to his preaching. Acts 18: 6, 12.
     They meet in Justus' house. Acts 18: 7.
     Many believe. Acts 18: 8.
   - *e.* Vision of instruction and promise. Acts 18: 9, 10.
   - *f.* Preaches and makes tents for one and one-half years. Acts 18: 11.
   - *g.* Brought before Gallio. Acts 18: 12.
     Charge. Acts 18: 13.
     Verdict. Acts 18: 14-17.
   - *h.* Continues to preach for some time. Acts 18: 18.

3. Turns eastward.
   - *a.* Sails to Ephesus from Cenchrea with Aquila and Priscilla. Acts 18: 18.
     Preaches in the synagogue and promises to return. Acts 18: 19-21.
   - *b.* Comes to Antioch after visiting Cæsarea and Jerusalem. Acts 18: 22.
     (End of second missionary journey.)

Suggestions.

The boys should see Paul as he works in a tent-shed making tents and at the close of the day's work goes out to preach the gospel. Get them to see the determination of the man. After a hard day's work,

for tent making was not easy work, he goes out to preach in spite of opposition. He did not do this for money, for he received none. It was pure love for his Master that led him to endure these hardships. A magnificent illustration of self-sacrifice.

It must have been a stirring scene when they brought Paul before Gallio and he refused to punish Paul, to have them take the chief ruler of the synagogue, who had been their leader, and give him a good beating before the judgment seat. We should rejoice that Paul for once received fair treatment in a court.

Pictures:—Corinth, shipyards, the ship Argo, tent maker's outfit, Paul before Gallio, etc.

References:—C. & H., pages 333-371; F., pages 313-325.

LESSON XV.

His Experiences in Ephesus.

1. Goes again into the enemies' country.
   Revisits the churches of Phrygia and Galatia.
   Acts 18:23.
2. Keeps his promise.
   a. Comes to Ephesus. Acts 19:1.
   b. Ephesus.
   Situated on hills near the sea.
   Founded by the Greeks.
   Center of the worship of Diana.
   The temple of Diana was one of the seven wonders of the world.
   Home of Ephesian magic.

3. Preparatory work of Apollos.
   a. An eloquent man and mighty in the Scriptures. Acts 18: 24.
   b. He knew little of Christ. Acts 18: 25.
   c. Set right by Aquila and Priscilla. Acts 18: 26, 27.
   d. What he did. Acts 18: 28.
4. Paul encounters opposition.
   a. Preaches in the synagogue for three months. Acts 19: 1-8.
   b. Preaches in school of Tyrannus for two years. Acts 19: 9, 10.
   c. Performs miracles. Acts 19: 11, 12.
   d. Defeat of vagabond Jews. Acts 19: 13-17.
   e. The name of Jesus magnified. Acts 19: 18-20. Great burning of books—the formulæ of the sorcerers; value $10,000.
5. He plans a long journey. Acts 19: 21.
   He takes a flying trip to Corinth and back.
6. Begins to execute the plan. Acts 19: 22.
   a. He sends forward Timothy and Erastus.
   b. Writes first letter to the Corinthians.

Suggestions.

Once more we see Paul returning to the cities visited on his first journey and where he received such rough treatment. His enemies had lost none of their hatred as we afterwards find out, and for that reason he goes to encourage the brethren. It took self-sacrifice and courage to do this.

In Ephesus Paul wins a victory, but it took him a long time to accomplish it. He begins to preach in the synagogue, but is soon driven out. For two years he preaches in a schoolhouse. In the meantime some vagabond Jews have tried to cast out evil

spirits, but have failed. Then comes that great event, the burning of books. Was that not worth working two years for? Picture that scene. The sorcerers bringing their books and casting them into the fire. How many of us would work two years to overcome such deep set superstition and against such opposition? It is always well to keep before the boys the fact that Paul received no pay for his work as evangelist, but earned his daily bread by making tents.

Pictures:—Ephesus, the statue and temple of Diana, the burning of books, vagabond Jews, sorcerers, etc.

References:—C. & H., pages 404-464; F., pages 351-369.

LESSON XVI.

He Escapes from the Riot of the Silversmiths.

1. Worship of Diana.
   - *a.* Portable images and shrines.
     Carried in processions, on long journeys, in military parades, and set up in private houses.
     Made of wood, gold and silver.
   - *b.* Priests and priestesses under a high priest.
   - *c.* Many slaves.
   - *d.* Temple sweepers.
2. Riot of image makers.
   - *a.* Led by Demetrius. Acts 19:23, 24.
   - *b.* Demetrius' speech. Acts 19:25-27.
   - *c.* Furious mob captures two of Paul's friends. Acts 19:28, 29.

d. He desires to go to them. Acts 19: 30, 31.
Prevented by his disciples.
e. Two hours of yelling. Acts 19: 32-34.
f. Speech of the town clerk. Acts 19: 35-40.
g. The mob disperses. Acts 19: 41.

3. A hurried trip in Europe.
a. Bad news. II. Cor 10: 11, 12, 12: 14, 15.
b. He visits Macedonia. Acts 20: 1, 2.
Writes to the Corinthians from Philippi.
c. He spends three months in Greece. Acts 20: 3.
Writes to the Galatians and Romans from Corinth.
d. A plot against his life. Acts 20: 3.
e. Returns to Troas by way of Philippi. Acts 20: 6.
Many friends having gone before. Acts 20: 4, 5.

4. First day of the week in Troas.
a. Paul preaches a long sermon. Acts 20: 7.
b. The young man Eutychus. Acts 20: 8-12.

Suggestions.

On Paul's second journey we saw several cases where he did his best to relieve his friends of trouble on his account. In this lesson we see the same unselfish spirit manifested when he desires to go to his friends in trouble. If that mob could have laid their hands on Paul they would have torn him to pieces. As it was two of his followers so aroused them that they spent two hours shouting, "Great is Diana of the Ephesians." What an example of hypocrisy, of religious zeal based on self-interest! What can be more dangerous than to be in the hands of an ignorant, fanatical mob?

Escaping from death at Ephesus, he hurries to Corinth to try to set them right again, and has in a short time to flee because of a plot to take his life. The more danger the harder he preaches. Get the boys to see that his courage came from his faith in God.

Pictures:—The publishers of copies of famous paintings have a number of pictures that can be used in this lesson.

References:—C. & H., pages 464-594; F., pages 369-376, 510-514.

LESSON XVII.

True Friends.

1. Parting of earnest friends.
   - *a.* Walks to Assos. Acts 20: 13.
   - *b.* Takes ship to Miletus. Acts 20: 14, 15.
   - *c.* Calls elders of church at Ephesus to him. Acts 20: 17.

     His reasons for passing Ephesus. Acts 20: 16.

     His charge and farewell words. Acts 20: 18-35.

     A sad parting. Acts 20: 36-38.
2. Finds friends in a strange city.
   - *a.* Takes ship to Tyre. Acts 21: 1-3.
   - *b.* Remains there seven days. Acts 21: 4.
   - *c.* Warning of his friends.
   - *d.* Another sad parting. Acts 21: 5, 6.
3. Brethren in another city.

   Sails to Ptolemais and stops one day. Acts 21: 7.

4. Back among old friends.
   a. They come to Cæsarea. Acts 21 : 8.
   b. They stop with Philip the evangelist.
   c. Prophecy of Agabus. Acts 21 : 11. (See lesson V.)
   d. Protest of Paul's friends. Acts 21 : 12.
   e. His answer. Acts 21 : 13.
   f. Effect on his friends. Acts 21 : 14.

5. A group of friends go up to the Holy City.
   a. They go up to Jerusalem. Acts 21 : 15, 16.
   b. Paul bringing aid from the churches of Europe and Asia Minor. Rom. 15 : 25-27.
   c. Received gladly. Acts 21 : 17.

Suggestions.

This lesson offers an opportunity, through Paul's friendships, to show the true meaning of friendship. Paul made fast friends and persistent enemies. With that thought in mind can you imagine what it meant to Paul when he said, "I am ready not to be bound only, but also to die at Jerusalem for the name of the Lord Jesus."

What a true friend Paul was. He was always willing to undergo hardships and dangers for his friends. He is always showing his love for his fellowmen, and in no case do we find him showing hatred, even to those who are seeking his life.

Get the boys to see that group of Christians kneeling on the sands at Miletus. Have them read and re-read those parting words. Truly the greatest thing in the world is love. Paul is one of the best examples of true friendship.

Pictures:—Cæsarea and sailing vessels. Also pictures illustrating the events of the lesson, such as the

Christians kneeling on the sand, pilgrims going up to Jerusalem, etc.

References:—C. & H., pages 594-621; F., pages 514-523; S., pages 171-192.

LESSON XVIII.

Rescued From the Fury of His Enemies.

1. Attitude of the church.
   - *a.* He reports his experiences to the elders of Jerusalem. Acts 21 : 18, 19.
   - *b.* False reports that had been circulated. Acts 21 : 20, 21.
   - *c.* Request of the church. Acts 21 : 22-24.
     Their reasons. Acts 21 : 22, 25.
   - *d.* He complies. Acts 21 : 26.
2. Prophecy of Agabus fulfilled.
   - *a.* Suddenly seized in the temple. Acts 21 : 27.
   - *b.* His enemies from Asia shout.
     "He teaches against the law."
     "He brought Greeks into the temple." Acts 21 : 28, 29.
   - *c.* The temple in Herod's time.
     The outer court.
     The court of Israel.
     Signs on the pillars between the two.
     Court of the priests.
     Holy place.
     Holy of Holies.
   - *d.* Dragged him from the temple. Acts 21 : 30.
   - *e.* Tried to kill him. Acts 21 : 31.
   - *f.* Fortress Antonia.
     At northwest corner of temple area.

Four thousand Roman soldiers quartered there.

It overlooked the temple.

g. Roman soldiers rush out and save his life. Acts 21 : 32.

h. Bound to two soldiers. Acts 21 : 33.

i. Chief captain tries to find out their charge. Acts 21 : 34.

j. Carried to the castle. Acts 21 : 35, 36.

Compare Luke 23 : 18, John 19 : 15.

Suggestions.

The very people who drove Paul from Antioch of Pisidia, Iconium, and stoned him at Lystra, are the instigators of this riot in the temple. They again seek his life. They appeal to the ignorance and fanaticism of the masses. These same tactics are employed by men to-day when they do not have justice and right on their side. Among boys we call it "bullying."

The methods of this mob remind us of the mob of silversmiths at Ephesus. When they could not all speak so as to be heard, they simply yelled. Very likely the vast majority of the mob knew nothing about Paul or why he was being attacked there in the temple. Get the boys to see the events in their rapid succession and to imagine the feelings of Paul as this frenzied mob grab him and try to take his life. Bring to their minds the fact that Christ was also seized by a mob in this same city, and in the memory of many of those present.

These people were devoted to the temple, but not to God. They were ceremonially correct, but morally impure. They were cowards, but their victim was a hero.

Pictures:—Temple, temple service, Roman soldiers, castle at Jerusalem and other views about that city.

References:—C. & H., pages 621-637; F., pages 523-533.

LESSON XIX.

A Prisoner.

1. Declares who he is.
   - *a.* Makes a request of the captain. Acts 21: 37-39.
     The captain's surprise and mistake. Acts 21: 38.
     The Egyptian. See Josephus Ant. 20: 8, 6.
   - *b.* Request granted.
     Makes defence standing on the castle stairs. Acts 21: 40.
     Tells of his conversion. Acts 22: 1-16.
     Tells of his call to the apostleship. Acts 22: 17-21.
   - *c.* Makes use of his Roman citizenship. Acts 22: 22-29.
2. Examined before the Sanhedrin of which he was once a member.
   - *a.* Brought before the council. Acts 22: 30.
   - *b.* Paul's declaration. Acts 23: 1.
   - *c.* Smitten on the mouth. Acts 23: 2-5.
   - *d.* Stirs up the Pharisees and Sadducees. Acts 23: 6-9.
   - *e.* Again rescued by Roman soldiers. Acts 23: 10.
3. A heavenly visitor gives comfort. Acts 23: 11.

4. A conspiracy to take his life.
   a. Vow of forty Jews. Acts 23: 12, 13.
   b. Their plan of operation. Acts 23: 14, 15.
   c. Aided by his nephew. Acts 23: 16-22.
   Discovers plot.
   Carries message.

5. The conspiracy fails.
   a. Taken to Cæsarea. Acts 23: 23, 24.
   Strong military guard.
   b. The captain's letter. Acts 23: 25-30.
   c. A prisoner in Herod's judgment hall. Acts 23: 31-35.

Suggestions.

We admire the heroism of Paul as he stands on the castle stairs and tells that angry mob the story of the greatest thing that ever happened to him. There was no reason why he should not have gone into the castle and simply explained the matter to the captain, but he wished to proclaim the truth to that crowd of ignorant men. What did he care if they did throw dust into the air and tear their cloaks? He was telling the truth and he was going to continue to do so as long as he lived.

The dramatic scene before the council is of intense interest and should be brought out in all its details, as it shows the courage and skill of Paul in dealing with men. He has now had enough experience with courts and mobs to give him tact in meeting false accusations.

The great thing in this lesson is the fact that in the midst of all the danger Paul never weakened or complained. The Lord said, "Be of good cheer," and that was enough for him.

Attention should be drawn to the efficiency of the

Roman officer and his men. The boys should also see that all of Paul's danger came in the name of religion, even if it were treachery and attempted murder.

Pictures:—Sanhedrin, different sects of the Jews, Roman spearmen and horsemen, Herod's judgment hall, etc.

References:—C. & H., pages 637-651; F., pages 533-547.

LESSON XX.

Two Trials.

1. On trial for his life before Felix.
   - *a.* Character of Felix.
     Cruel and hard-hearted.
     Murdered Jonathan.
   - *b.* His accusers. Acts 24: 1.
     Their charges after praising Felix. Acts 24: 2-4.
     Sedition (treason). Acts 24: 5, 6.
     Ringleader of the Nazarenes (heresy). Acts 24; 5, 6.
     Attempt to profane the temple (sacrilege). Acts 24: 5, 6.
     All gave their assent. Acts 24: 7-9.
   - *c.* His defence.
     Disproves every one of their charges in two sentences. Acts 24: 11-13.
     Challenges them to prove their charges. Acts 24: 14-21.
   - *d.* Verdict. Acts 24: 22.

2. A victim of injustice.
   a. Roman method of keeping prisoners.
      Public jail.
      Free custody.
      Military custody.
   b. A prisoner for two years. Acts 24: 23, 26, 27.
   c. Preaches. Acts 24: 24, 25.

3. Brought before Festus.
   a. Festus comes to Cæsarea. Acts 25: 1-6.
   b. The accusations. Acts 25: 7.
   c. His answer. Acts 25: 8.
   d. He appeals to Cæsar. Acts 25: 9-12.
      The privilege of every Roman citizen.

Suggestions.

In this lesson we have a Christian hero on trial for his life before an unprincipled judge and with unprincipled accusers. They hire an orator to present their charges and they do their best to make a good impression. Tertullus made a crafty charge, but Paul in a few straightforward words disproves his statements. Paul was every inch a man. His accusers lacked every element of manliness.

Contrast Felix with Paul. Felix held Paul a prisoner when not a thing was proved against him, but would have set him free for a little money. Paul would not buy his freedom even if he was unjustly denied of it. Note the immeasurable superiority of the Christian gentleman.

Festus did no better than Felix. They seemed to hold Paul to see if they could not find something against him. After a two years' delay and no hope of improvement, Paul appealed to Cæsar.

Again we find our hero showing manly courage. Unjustly accused and imprisoned, surrounded by

unprincipled officials, he stands fast to the teachings of Christ and preaches to those about him, never complains of his lot, but counted it all joy.

Emphasize his manly defences.

Pictures:—A Roman court, Cæsarea, the temple, military escort, etc.

References:—C. & H., pages 652-670; F., pages 547-555.

LESSON XXI.

Defence Before Agrippa.

1. Festus in trouble.
   - *a.* Agrippa and his sister visit Festus. Acts 25: 13.
   - *b.* He tells Agrippa about Paul. Acts 25: 14-21.
     - Long delay.
     - Request of the Jews.
     - His answer.
     - Story of the trial.
   - *c.* Festus' dilemma. Acts 25: 22-27.
   - *d.* Something about Agrippa.
     - King of Chalais.
     - Superintendent of the temple with power to appoint the High Priest.
     - Knew Jewish customs from childhood.
     - Dining room and high wall incident. Josephus Ant. 20: 8, 11.
     - Loved pomp and display.
2. Paul makes a masterly defence.
   - *a.* Complimentary remarks to Agrippa. Acts 26: 1-3.

b. Defence against charge of heresy. Acts 26: 4-8.
c. Tells how he persecuted. Acts 26: 9-11.
d. Tells of his conversion and call to service. Acts 26: 12-18.
e. Cause of his being in prison. Acts 26: 19-21.
f. Faithful to Jewish Scriptures. Acts 26: 22, 23.
g. Interrupted by Festus. Acts 26: 24.
h. His earnest reply. Acts 26: 25-27.
i. Sarcastic remark of Agrippa. Acts 26: 28.
j. The great desire of Paul. Acts 26: 29.
k. The verdict. Acts 26: 30-32.

Suggestions.

We naturally feel sorry for Festus. He confessed to Agrippa that Paul was guilty of nothing, yet he did not have the manhood to set him free. A moral coward. If he had worked as hard for justice as he did to find some reason for sending Paul to Cæsar we could have some respect for him.

Get the boys to see the gorgeousness of Agrippa's oriental court. Agrippa and Bernice enter the court room with a great number of titled men and officers amid the blare of trumpets and many formal salutations. Everybody is in state dress and the air is full of fragrance from incense and sweet spices.

Paul told a straightforward story without any attempt to hide facts. The manliness of his address is a strong contrast to the remarks of both Festus and Agrippa. The sarcastic remark of Agrippa must have cut Paul to the heart, yet he does not give way to rash speech, but states his heart's desire with still more force. It sometimes seems as if Paul were

not making a defence but preaching to those poor lost souls. He certainly was not anxious about the outcome of the trial as far as he was concerned.

Pictures:—Agrippa and his court, other pictures of Cæsarea, Roman officers and buildings.

References:—C. & H., pages 670-676; F., pages 555-561.

LESSON XXII.

Shipwrecked.

1. Forwarded as a prisoner of Nero.
   - *a.* Placed in charge of Julius. Acts 27: 1.
   - *b.* They sail to Mysia. Acts 27: 2-5.
   - *c.* Set out in corn ship for Italy. Acts 27: 6, 7.
     Corn ships were large, with one huge sail and two steering paddles.
   - *d.* They come to Fair Havens. Acts 27: 8.
2. The ship is lost.
   - *a.* Paul advises to remain at Fair Havens. Acts 27: 8-12.
   - *b.* They set sail with a fair wind. Acts 27: 13.
   - *c.* The storm.
     A northeaster. Acts 27: 14.
     The ship driven. Acts 27: 15, 16.
     Undergird the ship. Acts 27: 17.
     Lighten the ship. Acts 27: 18, 19.
     All hope gone. Acts 27: 20.
   - *d.* Paul tries to cheer them. Acts 27: 21-26.
     His vision and prophecy.

e. On the fourteenth night.
Threw out anchors. Acts 27 : 27-29.
The sailors try to escape. Acts 27 : 30-32.

f. They eat on the fifteenth day. Acts 27 : 33-38.

g. The wreck. Acts 27 : 39-44.
The soldiers' counsel.
All saved.

3. On the island.

a. Find themselves on Melita. Acts 28 : 1.

b. Kindness of the natives. Acts 28 : 2.

c. Paul bitten by a viper. Acts 28 : 3-6.

d. Performs miracles. Acts 28 : 7-9.
Heals Publius' father and many others.

e. They remain here three months. Acts 28 : 11.
Honored. Acts 28 : 10.

f. They set sail in another ship of Alexandria. Acts 28 : 11.
Sign of Castor and Pollux.

Suggestions.

In this lesson we should not let the dramatic incidents overshadow the actions of our hero. As we follow that ship driven by the wintry blasts from the northeast and see them undergird it while throwing part of the cargo overboard, we must not overlook Paul's part in these terrible scenes. Remember that he is a prisoner, yet he is looking out for the welfare of the whole crew. He was sure before they set sail that he should preach in Rome, hence he had no fears about the trip. But after the vision on the ship he knew that all of the souls on board would be saved. He at once tries to cheer them with his hope. It took courage for a prisoner to thus speak. What a courageous and unselfish man!

After the wreck and the landing on the island of Melita, Paul seems to have been the most popular man in the company. God saves him from the bite of the viper and uses him to bring comfort to the sick on that island. Paul was always looking for opportunities of service and never thinking of his own discomforts and trials. How much brighter this old world would be if we all did the same.

Pictures:—Corn ships, undergirding, a wreck, Fair Havens, other harbors, Castor and Pollux, etc.

References:—C. & H., pages 677-722; F., pages 561-575.

Give out map with student's sheet for Lesson XXIII.

LESSON XXIII.

A Prisoner in Rome.

1. They land in Italy.
   - *a.* They come to Puteoli. Acts 28: 11-13.
   - *b.* Find brethren. Acts 28: 14.
   - *c.* Friends meet them at Appii Forum. Acts 28: 15.

     Some of their names. Rom. 16: 3-15.

     (They come to Rome on the Appian way.)
2. Some facts about Rome.
   - *a.* The palace on Capitoline hill.
   - *b.* Amphitheater, Circus Maximus and Magna Cloaca.
   - *c.* Magnificent temples and baths.
   - *d.* Prætorian guard.
   - *e.* Center of Roman world and prominent in history and literature.

3. Works while a prisoner in chains.
   a. He dwells by himself. Acts 28: 16.
   b. Friends have free access to him.
   c. Calls together the leaders of the church. Acts 28: 17.
   d. Explains his condition to them. Acts 28: 18-20.
   e. Their answer and desires. Acts 28: 21, 22.
   f. Preaches to them all day. Acts 28: 23.
   Results. Acts 28: 24-29; Philemon 10.
   g. Two years in prison, yet doing good. Acts 28: 30, 31.
   Timothy a fellow prisoner. Philemon 1.
   Won followers in the Imperial house. Phil. 1: 13, 4: 22.
   h. Wrote to Philemon, the Colossians, Ephesians and Philippians.
4. Some pleasant things.
   a. The Philippians send gifts. Phil. 2: 25-30, 4: 18, 22.
   b. He finds joy in suffering. Col. 1: 24.
   c. Confident of release. Philemon 22.
   d. Acquitted.

Suggestions.

It must have been a great pleasure to Paul to have friends come out to meet him when he was, as the people would think, in disgrace. One could almost say that the Lord had made the Romans devise the system of imprisonment which gave free access to the prisoner, in order that Paul might plant Christianity in the heart of Rome. Each day he has a different soldier with him to whom he preaches the Word of Life. Hence it came about that members of the Imperial household believed.

Paul seems to have improved his time during the two years he was in prison waiting for his trial. He was preaching to both rich and poor, soldiers and government employees, Jews and Gentiles. It was a God-given opportunity and he worked as hard as he could and with large results.

He had joy in his sufferings because he knew that he was doing a work for his Master. His faith in a release seems to have been perfect, as he seems to have had not a doubt about it. Get the boys to see this Christian martyr. For two years he is constantly chained to a soldier, which marked him as a criminal, yet he rejoiced in it all and gave cheer and comfort by word of mouth as well as through letters to those hundreds of miles from him. Forgetful of self, always thinking of others.

Pictures:—Rome and its historic places and buildings. Nero, the Prætorian guard, and other officials.

References:—C. & H., pages 722-808, F., pages 575-588; S., pages 238-244.

LESSON XXIV.

Last Journeys and Martyrdom.

1. He goes through Macedonia. Phil. 2:24.
2. Again in Asia Minor. Philemon 22.
   Very likely at Ephesus.
3. About two years in Spain. Rom. 15:9, 24, 28.
   Clement, page 801.
4. Returns to Asia Minor. I. Tim. 1:3.
   Writes letter to Timothy.
5. Visits Macedonia. I. Tim. 1:3, 3:14, 15.

6. Visits Crete. Titus 1 : 5.
   Writes to Titus.
7. Spends winter at Nicopolis. Titus 3 : 12.
8. Again a prisoner in Rome. II. Tim. 2 : 9.
   In chains in a dungeon.
   Writes second letter to Timothy.
9. Nero's persecutions.
   Christians charged with the burning of Rome.
   Victims for the games.
   Tortures.
   To be a Christian meant constant fear of death.
10. An old man with few friends.
   Many friends away preaching. II. Tim. 4 : 12, 20.
   Some deserted him. II. Tim. 1 : 15, 4 : 10, 16.
   Others with him. II. Tim. 4 : 11, 19, 21.
11. Trial.
   Accused by Alexander, the brass founder. II. Tim. 4 : 14.
   Informers on hand.
12. Condemned.
   Ready for death. II. Tim. 4 : 6.
13. Beheaded in May or June, 68 A. D.
   Nero died about the middle of the same June.

Suggestions.

This lesson shows the activity of Paul. After his acquittal in Rome he makes extensive journeys, visiting all of the churches of Macedonia and Asia Minor besides going into new fields. As far as the boys are concerned they care nothing about the order in which he visited these churches, and all we wish to impress upon them is his great activity and love.

Get them to see the picture of Paul in Rome, con-

fined in a dungeon. He is now a man over sixty years of age. Very few of his friends are with him. Many have deserted him. He was sad at their weakness, but ready to be offered. A hero to the last. Thus ends the life, but not the works, of the first great missionary of our Lord Jesus Christ.

Pictures:—Amphitheater, Maritime prison, games and human victims, Nero's horrid persecutions, etc.

References:—C. & H., pages 808-847; F., pages 664-685.

LESSON XXV.

Review.

This lesson should take in the whole life of Paul and prepare the class for a written examination. If possible, the stereopticon should be used as recommended in lesson XIII.

It will be helpful also to place outline maps on the blackboard and have the boys indicate the different journeys and write in the names of the places visited.

As this is the last lesson, each boy should be asked to give his opinion of Paul and tell what element of his character appeals to him as being the strongest.

The last ten minutes of the hour should be used by the teacher in bringing out the unselfishness, the courage, the zeal, the eloquence and the lofty purpose of Paul. He was an ideal Christian worker and the boys should look upon him as such.

Suggested Review Questions.

1. Where was Paul's boyhood spent?
2. Whose school did Paul attend?

3. How did Paul first attract public attention?

4. Give the story of Paul's conversion.

5. How did Paul come to be in Antioch before the first journey?

6. Tell about the first missionary journey.

7. How did Paul come to go to Philippi?

8. Give an account of his experiences in Macedonia.

9. What did Paul do in Athens?

10. Tell about Paul's stay in Corinth.

11. Give a brief account of Paul's work in Ephesus.

12. Who caused Paul's arrest in Jerusalem?

13. How many trials did Paul have before he was sent to Rome?

14. Who sought his life and why?

15. Tell about the shipwreck.

16. How long was he a prisoner in Rome?

17. How many times was Paul mobbed, beaten and falsely accused?

18. How many plots were made to take his life?

19. What was the great purpose of his life?

20. Tell about his last days in Rome.

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